Week of Respect

2014-2015 Guide







Acknowledgements

Week of Respect Planning Committee

Instructional Design and Professional Learning Division

Student Services Division Psychological Services

Clark County School District Communications Office

Clark County School District Equity and Diversity Education Department

Clark County School District Graphic Arts Center

Clark County School District Guidance and Counseling Department

Clark County School District Police Department

Clark County School District Technical Resources

Clark County School District School-Community Partnership Program

Nevada Department of Education

The Public Education Foundation

Silver State Credit Union

Vegas PBS

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Table of Contents

| A Proclamation By The Governor |
|--|
| Letter From The Department of Education |
| About The Week Of Respect |
| • Let Us Know What Your School Is Doing *Required |
| Professional Development |
| Get Your Blue On! |
| Be An Upstander |
| Curriculum And Instruction |
| • Curriculum Standards For Bullying/Cyberbullying24-29 |
| Sample Lesson Plans |
| Vegas PBS |
| Student Contests |
| Community Events42-45 |
| Calendar of Events46 |
| Additional Resources48-53 |



A Proclamation by the Governor

WHEREAS, bullying is an aggressive behavior that is associated with violent behaviors such as carrying weapons, fighting, vandalism, and theft; and

WHEREAS, recent studies showed that 32 percent of children reported being bullied at school and 15 percent of children reported being cyber-bullied during the school year; and

WHEREAS, children who are bullied are more likely than children who are not bullied to be depressed, lonely and anxious, to have low self-esteem and to contemplate suicide; and

WHEREAS, research has shown that bullying can be a sign of other antisocial or violent behavior and children who bully other children are more likely to be truant from school or to drop out of school; and

WHEREAS, acts of bullying create a school environment that negatively impacts the ability of children to learn not only for the children who are the victims of such acts but also for the children who witness those acts; and

WHEREAS, students, parents, educators, and community members all have a role to play in ensuring that Nevada is known as a place where bullying will not be tolerated, and where the Nevada family lives in mutual respect;

NOW, THEREFORE, I, BRIAN SANDOVAL, GOVERNOR OF THE STATE OF NEVADA, do hereby proclaim September 29 - October 3, 2014, as

WEEK OF RESPECT



BRIAN SANDOVAL Governor

DALE A.R. ERQUIAGA Superintendent of Public Instruction STATE OF NEVADA



SOUTHERN NEVADA OFFICE 9890 S. Maryland Parkway, Suite 221 Las Vegas, Nevada 89183-7168

> (702) 486-6458 Fax: (702) 486-6450 http://teachers.nv.gov

DEPARTMENT OF EDUCATION

700 E. Fifth Street Carson City, Nevada 89701-5096 (775) 687-9200 · Fax: (775) 687-9101 www.doe.nv.gov

"WHEREAS, students, parents, educators, and community members all have a role to play in ensuring that Nevada is known as a place where builtying will not be tolerated, and where the Nevada family lives in mutual respect;

NOW, THEREFORE, I BRIAN SANDOVAL, GOVERNOR OF THE STATE OF NEVADA, do hereby proclaim September 29, 2014 - October 3, 2014 as WEEK OF RESPECT?

August 28, 2014

To the Leadership in all Nevada Public Schools:

The first week in October has been proclaimed to be Nevada's Annual Week of Respect by Governor Sandoval and NRS 236.073. This year's dates are September 29, 2014 through October 3, 2014. During this week, the governor is highlighting an opportunity to support community building and respect in your schools. This week isn't meant to be the only week with this focus, but rather, a launching of a year long effort to build safe and respectful school environments, free of bullying and cyber-bullying, where students are able to reach their full academic potential.

According to NRS 388.145, the information delivered during the "Week of Respect" must focus on:

- 1. Methods to prevent, identify and report incidents of bullying and cyber-bullying;
- Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and
- Methods to facilitate positive human relations among pupils by eliminating the use of bullying and cyber-bullying.

To support these efforts, the Nevada Department of Education has put together a list of resources (see attached). In addition, the Department of Education has developed a web site that focuses on resources in bully prevention for school staff, families, and students. The web link is https://bullyfreezone.nv.gov. We encourage you to explore the site and link to it on the home page for your school or district.

Respect is "a feeling or understanding that someone or something is important and should be treated in an appropriate way." The work that educators do across this state is important and worthy of respect. Thank you for your ongoing efforts for our students. Please contact Victoria Blakeney at vblakeney@doe.nv.gov or Mark Hinson at mhinson@doe.nv.gov with questions, suggestions, or requests for resources and support.

Respectfully,

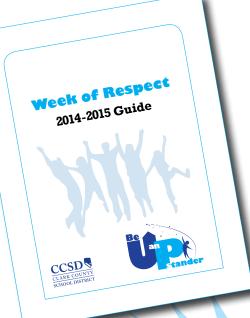
Marcia Calloway, Director, Office of Educational Opportunity

An Equal Opportunity Agency

(0) 558

ACOUT THE WEEK OF PSIPET

About the Week of Respect



To support schools in implementing activities all year, but in particular during the Week of Respect as required under NRS 388, Clark County School District (CCSD) developed the "Week of Respect 2014-15 Guide." The guide will provide resources, activities, and lesson plans with a focus on a safe and respectful learning environment.

WEEK OF RESPECT:

Sept. 29th - Oct. 3rd 2014



Administrative Involvement

Let Us Know What You're Doing

Please provide a brief explanation of the activities, lessons or events that occurred before, during, or after the Week of Respect. Click on the link below to access the form:

https://www.surveymonkey.com/s/PJH898G

Due date for submission is Monday, November 3, 2014.

Pictures of school activities for the Week of Respect may be sent via InterAct to: EDE Week of Respect, with the required Clark County School District (CCSD) media release forms. Pictures may be highlighted on CCSD's main web page and may be submitted to the local media.



Professional Overship in the second second



Equity and Diversity Education Department



Mike Dreiblatt



Clark County School District Office of the Superintendent

> **Equity and Diversity Education Department** 799-8484

- Dr. Greta Peay, Director
- Mr. Brandon Moeller, Assistant Director
- Ms. Hildanies Colón, Coordinator
- Ms. Connie Kratky, Coordinator
- Dr. Rosemary Smith, Coordinator
- Ms. Della Frank, Project Facilitator
- Ms. Cheryl Nelson, Counselor
- Ms. Inga Chalmers, Secretary III
- Ms. Terri Castellano,

Student Success Advocate

Ms. Lindy Glanz,

Student Success Advocate

- Mr. Adolfo Africa, Office Specialist II
- Ms. Terri Olsen, Office Specialist II
- Ms. Joyce Slater, Office Specialist II Mr. Donald Clay, Tech. Specialist
- Mrs. Diana Jones, Substitute



What: Stop Bullying and Social Aggression

Who: Mike Dreiblatt

Mike provides specific and helpful information on all types of bullying prevention to students, teachers, and parents. His "Stand Up to Bullying-Stop Bullying" work shops and presentations encourage audience participation through activities and role-playing.

info@StandUpToBullying.net

Date (s): (Please select only 1 date)

- Thursday, October 2, 2014
- Friday, October 3, 2014

Time: 4:30p.m. - 6:30p.m.

Where: Instructional Design and

Professional Learning Division 3950 S. Pecos-McLeod, Las Vegas, Nevada 89121

Room 143

Cost: None

You must register via Pathlore at: http://pathlore.ccsd.net/stc/student

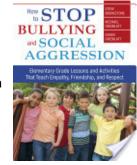
Key Word: Equity

Note: CCSD Contracted Licensed Teachers will be compensated teacher extra pay for attending (Total of \$40.00).

FOR ADDITIONAL INFORMATION:

Contact Brandon Moeller @ 799-8484 or Email: moellbl@interact.ccsd.net

Strategic Imperatives: Engagement and School Support





Equity and Diversity Education Department



Dr. Eric Landers

Clark County School District
Office of the Superintendent

Equity and Diversity Education Department 3950 S. Pecos McLeod Las Vegas, NV 89121

- Dr. Greta Peay, Director
- Mr. Brandon Moeller, Assistant Director
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- Mrs. Diana Jones, Substitute

Addressing Bullying

WHAT: Effectively Preventing and Addressing Bullying In Public Schools

DESCRIPTION: The complex nature of bullying demands interventions that are more multifaceted than a simple "ant i-bullying" sign posted in the hallways or assigning bullies to an alternative school. This two-hour presentation examines the act of bullying and the social structure that supports it. Practical strategies will be provided regarding how schools can more effectively prevent and address bullying.

WHO: CCSD Administrators, Teachers and Counselors

WHEN: Please register for only one of dates listed.

- Wednesday, October 22, 2014 4:30p.m. to 6:30 p.m.
- Thursday, October 23, 2014 4:30p.m. to 6:30 p.m.

WHERE: Instructional Design and Professional Learning Division 3950 S. Pecos-McLeod, Las Vegas, Nevada 89121 Room 143

Note: CCSD contracted licensed personnel will be compensated teacher extra pay for attending (Total of \$40.00).

Please register via Pathlore at: http://pathlore.ccsd.net Search word: Equity

For Additional Information:

Contact Brandon Moeller @ 799-8484 or Email: moellbl@interact.ccsd.net

Strategic Imperatives: Engagement and School Support

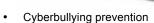
Digital Citizenship

Wednesday Webinar Series

September 10, 2014 3:30 pm – 4:30 pm Online through Centra

http://sabacentra.ccsd.net/GA/main/00000054c2b800000146afd41d9f895d

- Resources to help students stay safe online
- Learn about your digital footprint



- Help with fostering ethical behavior
- Examples from CCSD classrooms

To participate in a Wednesday Webinar, you will need an Internet connection and speakers, using either a computer or handheld device (such as an iPad). You do NOT need a microphone.

A playback will be available after the webinar.

Register in Pathlore to receive a reminder email and playback link:

http://pathlore.ccsd.net/stc/trainings/psciis.dll?CLASS=training&LOC=0000087252

Wednesday Webinars 2014 – 2015

| Digital Citizenship | Wednesday, September 24, 2014 Wednesday, October 15, 2014 |
|--|---|
| Hour of Code – Coding for All Students | • |
| Google Tools for Classrooms | Wednesday, November 19, 2014 |
| Digital Learning Day Is Coming! | Wednesday, December 10, 2014 |
| Digital Publishing Made Easy | |
| Student Video for Learning | Wednesday, January 28, 2015 |
| Add Tech to Reading Week | |
| Blogging: It's More Than Chatter | Wednesday, February 25, 2015 |
| Add Tech to Poetry Month | Wednesday, March 11, 2015 |
| Students Collaborating | Wednesday, March 25, 2015 |
| Create with Screen Casting | Wednesday, April 15, 2015 |
| Skype to Collaborate | |
| | |



Instructional Design and Professional Learning Division, Innovative Teaching and Learning Unit Fall 2014

The Tour Due of the Court of th



Friday, October 3, 2014
CLARK COUNTY SCHOOL DISTRICT

"Get Your Blue On" – Clark County School District (CCSD) unites in wearing the color blue to stand up to bullying Friday, October 3, 2014.

"Get Your Blue On" and Be an Upstander!!

- Sign a BLUE banner. "We are Upstanders" banners are a great way for students at your school to make a powerful visual statement of support. Hang the banner in a prominent place where kids can sign it and show that they care.
- Hand out BLUE "Upstander ribbons." To create your own ribbons, use 8 $1/2 \times 11$ inch blue construction paper. Cut into strips 2 inches wide by 11 inches long. Write "Upstander" on each strip.





Share the BLUE

- Make BLUE go viral. Let your friends know why you're "going BLUE" by posting about "Get Your Blue On" with #CCSDGetYourBlueOn.
- Attend and share the "Get Your Blue On" event with family and friends by submitting photos/stories to "EDE Week of Respect" forum on InterAct.

Send Your BLUE

- Post your BLUE pictures to:
 - o "EDE Week of Respect" InterAct Conference Folder
 - o #CCSDGetYourBlueOn







#CCSDGetYourBlueOn

For more information, go to www.ccsd.net/GetYourBlueOn









Friday, October 3, 2014
CLARK COUNTY SCHOOL DISTRICT



against Bullying/Cyberbullying



WEAR BLUE

Who will **YOU WEAR BLUE** for? http://ccsd.net/GetYourBlueOn





De din Ustaniel

I Pledge to Be an Upstander

I believe everyone has the right to live in a community where they feel safe, included, accepted, valued, and respected regardless of their differences. I make a commitment to stand up against bullying. I will treat others with respect and kindness. I will have the courage not to bully. I will not be a bystander. It is my responsibility to report bullying. I pledge to be respectful of others and to stand up against bullying whenever and wherever I see it. #CCSDGetYourBlueOn

***Please note that this web page is not used for reporting/monitoring bullying or cyberbullying incidents. To report an incident of bullying or cyberbullying, go to http://www.ccsd.net/students/bully. Be advised that the CCSD "Say No to Bullying" website is not monitored after school hours, weekends, and holidays.

Using social media is a great way to raise awareness. Take some time to post – it will only take a few minutes. Share something that will get your friends to start talking about becoming upstanders at #CCSDGetYourBlueOn.

The school that receives the most pledges, made by students, will be awarded five \$20 gift cards, courtesy of Silver State Schools Credit Union.



#CCSDGetYourBlueOn

"Get Your Blue On" Day, Friday, October 3, 2014
Wear blue on October 3rd to show
that you are an upstander.



Join us as we raise awareness online and offline this October! Make your voice heard, make your post count!

Please note that these web pages are not used for reporting/monitoring bullying or cyberbullying incidents. To report an incident of bullying or cyberbullying, go to http://www.ccsd.net/students/bully/.





10 Ways To Be An Upstander

Every single day we each have the opportunity to make our schools (and our world!) a better place. Putting an end to bullying is everyone's responsibility. When we work together and stand strong against bullying, we are creating communities that are stronger, safer, and more supportive - places where every person is valued for who they are. Here's how YOU can help:

- 1. Learn more about mean, cruel, and bullying behavior. Educate yourself and your community with the resources on BullyBust.org. For example: Why do kids bully? Where does bullying take place most often in your school? What are the effects of bullying? How can we prevent it? Understanding this information will help you if you are bullied, and will help you to stand up to bullies if a friend or classmate is being bullied.
- Help others who are being bullied. Be a friend, even if this person is not yet your friend. Go over to them.
 Let them know how you think they are feeling. Walk with them. Help them to talk to an adult about what just happened. (Just think for a moment about how great this would be if someone did this for you when you were being picked on or hurt!)
- 3. Stop untrue or harmful messages from spreading online or in person. If someone sends a message or tells you a rumor that you know is untrue, stand up and let the person know it is wrong. Think about how you would feel if someone spread an untrue rumor about you. Don't laugh, send the message on to friends, or add to the story. Make it clear that you do not think that kind of behavior is cool or funny.
- 4. Get friends involved. Share this site (and other related sites) with friends. Let people know that you are an upstander and encourage them to be one too. Sign the Stand Up Pledge, and make it an everyday commitment for you and your friends.
- 5. **Make friends outside of your circle.** Eat lunch with someone who is alone. Show support for a person who is upset at school, by asking them what is wrong or bringing them to an adult who can help.
- 6. Be aware of the bullying and upstander policies at your school and keep it in mind when you witness bullying. What are the school's bully prevention policies? Are there also policies that "catch" kids "being good"? How can you support school rules and codes of conduct support students and adults doing the right thing? If there isn't a policy, get involved or ask teachers or front office staff to speak about how you can reduce bullying.
- 7. **Welcome new students.** If someone is new at your school, make an effort to introduce them around and make them comfortable. Imagine how you would feel leaving your friends and coming to a new school.
- Refuse to be a "bystander" and be a role model to others instead! If you see friends or classmates
 laughing along with the bully, tell them that they are contributing to the problem. Let them know that kind of
 behavior is not okay in your school.
- Respect others' differences and help others to respect differences. It's cool for people to be different—that's what makes all of us unique. Join a diversity club at school to help promote tolerance in your school.
- 10. Develop an Upstander/ Prevention program or project with a teacher or principal's support that will help reduce bullying and promote socially responsible behavior in school. Bring together a team of students, parents and teachers who are committed to preventing bullying, and create a community-wide project to raise awareness, share stories and develop helpful supports. Learn more about how to start an Upstander Alliance at www.bullybust.org/upstander and access free support to sustain your team.

Reposted with permission from BullyBust: Creating a Community of Upstanders (TM), the nationwide bully prevention/pro-upstander campaign from the National School Climate Center (NSCC). For more information and free educator, student, and parent supports, visit: www.BullyBust.org. All materials are adapted from NSCC's Breaking the Bully-Victim-Bystander Cycle Tool Kit, Eyman, W. & Cohen, J. (2009).

Curriculum Strands

Instructional Design and Professional Learning Division, Guidance and Counseling Department, Psychological Services, Equity and Diversity Education Department and Vegas PBS in coordination with the Nevada Academic Content Standards, have outlined the instructional strands that correspond with bullying/cyberbullying prevention/intervention.

Unintentional Injuries and Violence Prevention Strand of Clark County School District's (CCSD) Health Curriculum

K-5 Health Curriculum

- K.5.5 Identify characteristics of a bully. [NACS 4.2.5]
- 1.5.5a Identify what bullying is and discuss potential bullying situations. [NACS 4.2.5]
- 1.5.5b Discuss the importance of reporting bullying to a trusted adult. [NACS 4.2.5]
- 2.5.5 Identify what bullying is and discuss potential bullying situations. [NACS 4.2.5]
- 2.5.5b Discuss the importance of reporting bullying to a trusted adult. [NACS 4.2.5]
- 3.5.5 Compare and contrast bullying, cyberbullying, and harassment. [NACS 4.5.5]
- 4.5.5 Discuss where to seek help when being involved in bullying, cyberbullying, and harassment. [NACS 4.5.5]
- 5.5.5a Demonstrate how conflicts can be resolved without bullying, cyberbullying, and harassment. [NACS 4.5.5]
- 5.5.5b Demonstrate skills and strategies for solving interpersonal conflicts without harming self and others. [NACS 4.5.5]

Health 8 Curriculum

- 1.1 The student will explain the six steps of the decision-making process. [NACS 4.8.1]
- 1.2 The student will apply the decision-making process to a health-related issue. [NACS 5.8.4]
- 1.3 The student will describe how peers influence their decisions. [NACS 2.8.2]
- 1.6 The student will identify various refusal skills. [NACS 4.8.1, 4.8.5]
- 1.7 The student will apply refusal skills to a significant health issue or problem. [NACS 4.8.1, 4.8.5]
- 13.2 The student will define bullying, cyberbullying, sexting, and harassment. [NACS 1.8.8]
- 13.3 The student will analyze the effects of bullying, cyberbullying, and harassment on an individual. [NACS 1.8.8]
- 13.6 The student will relate steps he/she can take to help protect him/herself from unintentional injuries and violence. [NACS 1.8.8, 4.8.5]

High School Health Curriculum

- 1.1 The student will review the decision-making process. [NACS 4.12.3]
- 1.2 The student will apply the decision-making process to a current situations teens manage. [NACS 4.12.3]
- 1.3 The student will demonstrate communication skills that build and maintain healthy relationships. [NACS 4.12.1]
- 13.1 The student will define sexual harassment. [NACS 7.12.1]
- 13.2 The student will demonstrate internet safety. [NACS 7.12.5]
- 13.3 The student will understand the consequences of sexting and cyberbullying. [NACS 7.12.5]
- 13.5 The student will describe preventative measures that could protect against abusive situations. [NACS 7.12.5]

CCSD's Literacy Curriculum on Prevention of Social Aggression

When choosing a text to read with students, there are three factors to consider—the qualitative value of the text, the quantitative value of the text, and the match of the reader to the text and task. Collectively, these factors are called Text Complexity. Texts were once evaluated and/or chosen based solely on a readability formula that considered word and sentence length. The formula, however, measured neither the knowledge demands nor literary experiences of the reader nor the cognitive capabilities, reading skills, prior knowledge, and/or motivation, and engagement the reader needed to access the text. Educators must think through the implications of text complexity—the qualitative and quantitative values of text and the relationship among the reader, the text, the task—when using a particular text in the classroom.

| Title | Author | Grade Level |
|--|---|-----------------------------|
| Bullying Prevention for Schools | Allan L. Beane PH.D | For Administrators/Teachers |
| How to Stop Bullying and Social Aggression | Steve Breakstone, Karen and Michael Dreiblatt | For Administrators/Teachers |
| Community Matters – Strengthing School Safety & Climate: An "Inside Out" Approach | Rick Phillips | For Administrators/Teachers |
| Chrysanthemum | Kevin Henkes | K-2 |
| The Recess Queen | Alexis O'Neil | K-2 |
| Chester Raccoon and the Big Bad Bully | Audrey Penn | K-2 |
| My Secret Bully | Trudy Ludwig | K-3 |
| Arthur's April Fool | Marc Brown | K-3 |
| King of the Playground | Phyllis Reynolds Naylor | K-3 |
| Stand Tall, Molly Lou Melon | Patty Lovell | 1-3 |
| Enemy Pie | Derek Munson | 1-3 |

| Title | Author | Grade Level |
|-------------------------------|----------------------|-------------|
| Mr. Peabody's Apples | Madonna | 1-3 |
| Oh My Gosh, Josh | Dominic Russo | 1-3 |
| A Bad Case of Stripes | David Shannon | 3-5 |
| Confessions of a former Bully | Trudy Ludwig | 3-5 |
| Each Kindness | Jacqueline Woodson | 3-5 |
| Mr. Lincoln's Way | Patricia Polacco | 3-8 |
| Junkyard Wonders | Patricia Polacco | 3-8 |
| Thank you, Mr. Falker | Patricia Polacco | 3-8 |
| The Hundred Dresses | Eleanor Estes | 4-5 |
| Bully | Patricia Polacco | 4-6 |
| Diary of a Wimpy Kid | Jeff Kinney | 5 |
| Wringer | Jerry Spinelli | 5-6 |
| Wonder | R.J. Palacio | 5-8 |
| Loser | Jerry Spinelli | 6 |
| Stargirl | Jerry Spinelli | 6 |
| Indigo's Star | Hilary McKay | 6-8 |
| Mockingbird | Kathy Erskine | 6-8 |
| Out of My Mind | Sharon Draper | 6-8 |
| Hoot | Carl Hiaasen | 6-9 |
| Twerp | Mark Goldblatt | 8 |
| Outsiders | S.E. Hinton | High School |
| Don't Call Me Ishmael | Michael Gerard Bauer | High School |
| The Chocolate War | Robert Cormier | High School |



Week of Respect Guide 2014-2015

CCSD's Technology Curriculum on Digital Citizenship

The standards listed below are from the Nevada Computer and Technology Standards which are based on the National Educational Technology Standards for Students (NETS-S). All six Nevada standards listed are found under the Digital Citizenship National Standard. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- 5.A.2.2 List potential dangers in digital environments and how to report potentially unsafe situations.
- 5.A.5.I Describe codes of conduct for using technology at school and the consequences for breaking those rules.
- 5.A.5.2 Describe unacceptable and unsafe behaviors in digital environments such as cyberbullying, divulging personal information.
- 5.A.8.1 Model legal and ethical behaviors when using information and technology including properly selecting, acquiring, and citing resources.
- 5.A.8.2 Develop an argument for using technology resource safely, legally, and responsibly.
- 5.A.12.2 Compare the similarities and differences between acceptable use of technology resources in school and work environments.

CCSD's School Counseling Programs/Initiatives

Nevada School Counseling Program
Standards for a Comprehensive School Counseling Program

PS = Personal/Social Development Domain

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as student's progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

- PS:AI Acquire Self-Knowledge.
- PS:A1.1 Develop positive attitudes toward self.
- PS:A1.2 Identify values, attitudes and beliefs.
- PS:A1.3 Develop a goal-setting strategy.
- PS:A1.4 Recognize change is a part of personal growth.
- PS:A1.5 Identify and express feelings.
- PS:A1.6 Distinguish between appropriate and inappropriate behavior.
- PS:A1.7 Recognize personal boundaries, rights and privacy.
- PS:A1.8 Explain the need for self-control.
- PS:A1.9 Demonstrate cooperative behavior in groups.

| PS:A1.10 | Identify personal strengths and assets. |
|----------|--|
| PS:A1.11 | Identify and discuss changing personal and social roles. |
| PS:A1.12 | Identify and recognize changing family roles. |
| PS:A2 | Acquire interpersonal skills. |
| PS:A2.I | Recognize that each individual has rights and responsibilities. |
| PS:A2.2 | Recognize alternative points of view. |
| PS:A2.3 | Recognize, accept, respect, and appreciate individual differences including ethnic and cultural diversity. |
| PS:A2.4 | Recognize and respect differences in various family configurations. |
| PS:A2.5 | Recognize that communication involves speaking, listening, and nonverbal behavior. |
| PS:A2.6 | Use effective communications skills. |
| PS:A2.7 | Use friendship building skills to make a keep friends. |

Guidance and Counseling Department 7

Nevada School Counseling Program Standards for a Comprehensive School Counseling Program

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

| PS:B1 | Self-knowledge application. |
|----------|--|
| PS:B1.1 | Use a decision-making and problem solving model. |
| PS:B1.2 | Understand consequences of decisions and choices. |
| PS:B1.3 | Identify alternative solutions to a problem. |
| PS:B1.4 | Develop effective coping skills for dealing with problems. |
| PS:B1.5 | Demonstrate when, where, and how to seek help for solving problems and making decisions. |
| PS:B1.6 | Apply conflict resolution skills. |
| PS:B1.7 | Demonstrate a respect and appreciation for individual and cultural differences. |
| PS:B1.8 | Recognize when peer pressure is influencing a decision. |
| PS:B1.9 | Identify long-and-short-term goals. |
| PS:B1.10 | Identify alternative ways of achieving goals. |
| PS:B1.11 | Use persistence and perseverance in acquiring knowledge and skills. |
| PS:B1.12 | Develop an action plan to set and achieve realistic goals. |

Standard C: Students will understand safety and survival skills.

- PS:CI Acquire personal safety skills.
- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- PS:C1.2 Explain the relationship between rules, laws, safety and the protection of rights of the individual.
- PS:C1.3 Differentiate between appropriate and inappropriate contact.
- PS:C1.4 Demonstrate the ability to set personal boundaries to protect rights and privacy.
- PS:C1.5 Differentiate between situations requiring peer support, and situations requiring adult support.
- PS:C1.6 Identify and access resources in the school and community.
- PS:C1.7 Apply problem solving and decision-making skills to make safe and healthy choices.
- PS:C1.8 Identify positive behaviors and activities to prevent substance use and abuse.
- PS:C1.9 Identify healthy techniques for managing stress, peer pressure, conflict and other life events.

Guidance and Counseling Department 8

Nevada School Counseling Program

Standards for a Comprehensive School Counseling Program

- PS:C2 Acquire personal safety skills relating to electronic technology.
- PS:C2.1 Demonstrate safe disclosure of personal information.
- PS:C2.2 Explain the relationship between rules, laws, safety, and protecting individual rights and privacy.
- PS:C2.3 Differentiate between appropriate and inappropriate behaviors when using electronic technology.
- PS:C2.4 Demonstrate the ability to set rules and enable privacy settings.
- PS:C2.5 Differentiate between circumstances requiring peer support, adult support, and other resources.
- PS:C2.6 Apply problem solving and decision-making skills to make safe and healthy choices.
- PS:C2.7 Identify healthy techniques for managing stress, peer pressure and conflict.
- PS:C2.8 Demonstrate the ability to set boundaries to protect the rights and privacy of self.
- PS:C2.9 Identify the impact of behavior and responsible citizenship in the digital world.

CCSD's Social Studies - Civics

Elementary Standards

Kindergarten

- H2.K.1 Identify problems that occur when people live and work together.
 - · Can be used to help define bullying.
- H3.K.2 Describe the importance of working together to complete tasks.
 - Can be used to explain why bullying is counterproductive to working together.

Grade I

- H2.1.1 Identify ways that sharing can resolve problems in the classroom and school.
- H2.1.1A Model ways that sharing can resolve problems in the classroom and school.
 - Can all be used to model how not to bully when talking about sharing.

Grade 2

- H3.2.5 Define technology and identify uses of technology in their daily lives.
- H3.2.6 Listen to and discuss news events in the community.
- H3.2.6A Read and discuss news events in the community.
 - Can be used to discuss how the Internet is used to bully and look at instances in which
 this is happening in the community.

Kindergarten - 2nd Grade

- H3.K-2.4 Demonstrate respect for each other in the classroom and school.
 - Can be used to explain that bullying is not respectful.
- C13.K-2.1 Identify and follow classroom and school rules that guide behavior and resolve conflicts.
- C13.K-2.2 Identify an individual's rights within the classroom.
 - Can be used to discuss the rules against bullying and the rights people have to not be bullied.

Grade 3

- H2.3.1A Discuss how conflicts in school, neighborhood, and city can be resolved through compromise.
- H3.3.6 Discuss the effects of news events on people in the community.
 - Can be used to address how a school or local community is dealing with the issue of bullying.
- H3.3.4 Demonstrate respect for each other, the community, and the world.
 - Can be used to explain why bullying is not respectful of others.
- H3.3.5 Explain how technology at home and in school impacts their lives.
 - · Can be used to discuss the implications of bullying on the Internet.
- C13.3.1 Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure.
 - Can be used to discuss the rules and laws against bullying.

Grade 4

- H3.4.3 Define social responsibility.
 - Can be used to discuss the role a student can play to stop bullying.
- H3.4.5 Discuss major news events at the local and state levels.
 - Can be used to discuss bullying and the impact on people.
- C13.4.1 Identify and discuss examples of rules, laws, and authorities which keep people safe and property secure in the state of Nevada.
 - Can be used to discuss the laws against bullying in Nevada.

Grade 5

- H3.5.3 Describe ways individuals display social responsibility.
 - · Can be used to discuss ways people are working to stop bullying.
- H3.5.4 Explain how technologies in U.S. history changed the way people lived.
 - Can be used to explain why cyberbullying has become an issue
- H3.5.5 Provide and discuss major news events on local, state, national, and world levels.
 - Can be used to discuss the bullying that is happening and the impact it has on people.
- C14.5.1 Describe examples of national, state, and local laws.
 - Can be used to discuss the laws against bullying.
- C15.5.4 Compare sources of information people use to form an opinion.
 - Can be used to discuss the bias that can be obtained by reading and believing in messages posted to the Internet.

Middle School Standards

- H1.6-8.8 Describe the characteristics of American culture.
 - This can be used to discuss the change from bullying face-to-face to the use of technology as we become a more advanced society.
- C13.6-8.2 Identify major conflicts in social, political, and economic life and analyze the role of compromise in the resolution of these issues.
 - This can be used to look at the overarching issue of bullying and what is being done among various communities to deal with the problem.
- C13.6-8.6 Explain the protection of individual rights in a democratic society.
 - This is what you would use to explain why it is necessary to protect the victims of bullying.
- C13.6-8.8 Identify and explain the rights, privileges, and responsibilities associated with Nevada and U.S. citizenship. This includes voting, holding office, jury duty, military service, community service, and public service.
 - This can be used to explain why we all have the right not to be bullied.

- C15.6-8.4 Identify the influence of the media in forming public opinion.
 - This can be used to highlight the role of the media is playing in promoting public concern on bullying.
- C15:6-8.6 Provide examples of contemporary public issues that may require public solutions.
 - Bullying is a contemporary issue that could benefit from a public solution.

High School Standards

- H1.9-12.3 Assess the impact of technological innovations and urbanization on society's social and economic development.
- H3.9-12.12 Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.
- H3.9-12.18 Evaluate the worldwide implications of advancements in nuclear, electronic, computer, and medical technologies.
 - Could be used to discuss how the Internet and texting has enabled a drastic increase in bullying.
- H3.9-12.13 Analyze major news events and their impact at the local, state, national, and world levels.
 - Can be used to look at bullying worldwide and how it is affecting people.
- H3.9-12.19 Explain how literature, music, and art are ways people voice protest or support, which may prompt social change.
- H3.9-12.23 Explain how literature, music, media, and the visual arts affect social change.
 - Could be used to examine the songs, writing and art of today that address bullying issues.
- C13.9-12.6 Examine the rights of citizens and how these rights are protected and restricted.
- C13.9-12.8 Examine the responsibilities of local, state, and national citizenship.
 - Can be used to explain the rights people have to not be bullied and the protection they are afforded when they are.

Reposted with permission from Teaching Tolerance. Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children. For more information and free educator, student, and parent resources, visit http://www.tolerance.org/. All materials are adapted from Teaching Tolerance.org (retrieved on August 2014).

| Title Description | | Grade Level | | |
|---|--|-------------|----|----|
| Title | Description | ES | MS | HS |
| A Bullying Quiz | In this lesson, students take a quiz related to bullying and discuss follow-up reflective questions to help them plan an anti-bullying initiative in their community. | | x | x |
| Anonymous Writing Partners | Anonymous journaling helps portray the reality of bullying. Signs of bullying are sometimes difficult for teachers to catch someone "accidentally" tripping someone in the hall, someone whispering cruel comments to belittle and embarrass another student. | | x | |
| Change Agents in Our Own Lives | This lesson is designed to help students think about the importance of standing up for what they believe in despite both external and internal obstacles. Students will consider the motivations behind being an upstander, a bystander or a whistle-blower, relate broader concepts of activism and justice to issues in their daily lives, and apply the steps of the writing process to reflect on issues surrounding activitism. | × | × | |
| Create an Anti- Cyberbullying Sign Campaign | Cyberbullying is a serious concern in today's schools. Since it can happen to a student at home as well as in school, it can be more pervasive and traumatic for victims (referred by CCSD as "target") than traditional bullying. An anti-cyberbullying sign campaign is an effective way to fight cyberbullying through positive peer pressure. | | х | × |
| Dealing with Dilemmas: Upstanders, Bystanders and Whistle-Blowers | The purpose of these lessons is to help students think about how to resolve difficult ethical decisions related to injustice. By role-playing, researching people who have made courageous ethical decisions, and writing about their own role models, students will come to understand the importance of standing up for what they believe in. | x | x | |
| Defenders of Justice | In this activity, students will summarize biographies of individuals who fought racism and helped make it possible for a black man to serve as President of the United States. Along the way, they'll discover that they too can take a stand for justice and equality and make the world a better place today. | x | | |



CONTINUED

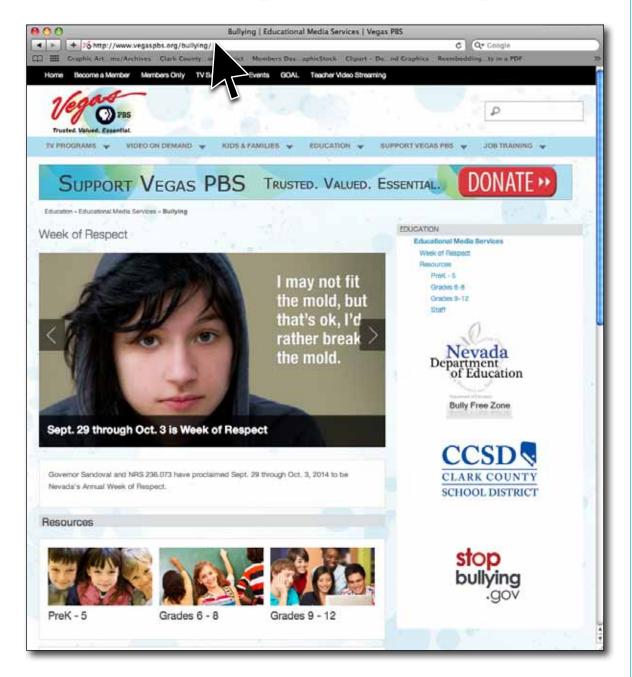
| Title Beautiful a | | Grade Level | | |
|--------------------|--|-------------|----|----|
| Title | Description | ES | MS | HS |
| Developing Empathy | When we put ourselves in another person's shoes, we are often more sensitive to what that person is experiencing and are less likely to tease or bully them. By explicitly teaching students to be more conscious of other people's feelings, we can create a more accepting and respectful school community. | x | x | x |
| Modern Day Heroes | Not all acts of heroism need to have a global effect to be defined as brave or courageous. There are many people who, in a variety of ways, have taken up causes in their daily lives. Their efforts show how simply getting involved can open doors to bigger projects involving human rights or rescue opportunities. | × | × | |
| Where We Stand | Of the many positive character traits addressed in a character education curriculum, courage is the foundation for helping students stand up for what is right, become leaders and achieve their goals. Creating, role-playing, analyzing and reflecting on scenarios that require courage can help students develop skills to resist negative peer pressure, speak out against injustice and make choices based on core values. | × | × | |
| MIX IT UP DAY! | Mix It Up at Lunch encourages students to identify, question, and cross social boundaries. On October 28, 2014, we ask students to move out of their comfort zones and connect with someone new over lunch. It's a simple act with profound implications. Studies have shown that interactions across group lines can help reduce prejudice. When students interact with those who are different from them, biases and misperceptions can fall away. | x | x | х |

http://www.tolerance.org/ http://www.tolerance.org/ supplement/six-stepssupplement/six-funch mixing-it-lunch

"Mix It Up" is a national campaign launched by Teaching Tolerance over a decade ago, Mix It Up at Lunch Day encourages students to identify, question, and cross social boundaries. When students interact with those who are different from them, biases and misperceptions can fall away.

Vegas Phs

www.vegaspbs.org/bullying/



Vegas PBS has developed a website that includes resource links and streaming video content for bullying prevention. In addition, the bullying prevention videos have been correlated to curriculum standards for lesson plan development.



ITV Broadcast Lineup: Week of Respect

ITV Live! Channel 47/7 or CIC Channel 030

Daily: September 29 - October 3, 2014

| Programs for Grades 6-12 | | |
|--------------------------|--|--|
| 7:00 AM & II:00 AM | Bullying:There's Always a Way Out | |
| 7:30 AM & 11:30 AM | Stronger, Tougher, Smarter: Stories of Teen Resilience | |
| 8:00 AM & 12:00 PM | Digital Smarts: Behaving Ethically Online | |
| 8:30 AM & 12:30 PM | Digital Smarts: Protecting Your Online Reputation | |
| Programs for Grades K-5 | | |
| 9:00 AM & I:00 PM | Rumors, Gossip and Teasing: It Hurts | |
| 9:15 AM & 1:15 PM | When It's Important to Tell | |
| 9:30 AM & 1:30 PM | Frenemies | |
| 10:00 AM & 2:00 PM | When You Feel Left Out | |
| 10:30 AM & 2:30 PM | Words That Hurt | |

Teacher guides: Interact>Ed Link>Education Services Vegas PBS>ITV Lesson Plans All programs also available on Vegas PBS Video Streaming Services.

CCSD's Ellie Smith performs, "**Don't Let it Get to You.**" This music video will play within the above program lineup as follows:

7:50 AM, 7:55 AM, 8:20 AM, 8:25 AM, 8:50 AM, 8:55 AM, 9:55 AM, 10:20 AM, 10:25 AM, 10:50 AM, 10:55 AM, 11:50 AM, 11:55 AM, 12:20 PM, 12:25 PM, 12:50 PM, 12:55 PM, 1:55 PM, 2:20 PM, 2:25 PM, 2:50 PM, 2:55 PM

ITV Questions? Email: LStevens@VegasPBS.org

Video Streaming Questions? Email: CCuddihy@VegasPBS.org

The Vegas PBS Educational Media Center

The Vegas PBS Educational Media Center is a full-service educational media distribution center that services staff and schools throughout the Clark County School District. This service is free for all CCSD staff and all titles have cleared copyright restrictions for use in the classroom.

The greatest benefit of the Educational Media Center is the convenience. This lending library contains over 15,000 titles of video, CD-ROM, DVD and audio books that CCSD staff can access simply by searching the catalog on-line at http://media2.klvx.org/EMC/.

CCSD staff and schools can also utilize this service by walking in or calling 24 hours (702-799-5009).









| Blackboards and Bullies | 023015 |
|--|--------|
| Bullying! What every adult needs to know | 023162 |
| Gossiping, Taunting, Bullying: It's All Harassment | 18338 |
| Harassment Hurts: Gossiping, Taunting and Bullying | 18307 |
| I Was Cyberbullied | 023013 |
| My Blog Series: Part 1 | 023155 |
| Put the Brakes on Bullying Kinder | 021788 |
| Reality Matters: Cruel Schools | 17908 |
| The Recess Queen Elementary | 023064 |
| Stop Bullying Intermediate | 023163 |
| Unity in Community The Ant Show | 023164 |
| What We Learned About Bullying | 18305 |

More Info, Questions or Booking Assistance? (702) 799-1010 (ext. 5425) or email info@media.vegaspbs.org

Week of Respect: 'Be an Upstander' Contests

Contest for students facilitated by the community-partnership program will include: essays, writing, artwork, poems, bulletin boards, and ideas on bullying prevention.

A successful Week of Respect poster, video, essay, or poem will address the following slogan:

'Be an Upstander' Do the Write Thing Essay writing contest

Instructions for Classroom Teachers for the 2015 Do The Write Thing Challenge

Thank you for involving your 7th and 8th grade students in the 2015 Do the Write Thing Challenge. All across America, students like yours are rising to the challenge of doing something to end violence among young people. The Challenge gives middle school students an opportunity to examine the impact of violence on their lives and communicate in writing what they think should be done to change our culture of violence. Personal responsibility is emphasized. By encouraging students to make personal commitments to do something about the problem, the program ultimately seeks to give them the opportunity to break the cycles of violence in their homes, schools and neighborhoods. Your involvement and support are crucial to the success of the Challenge in your school.

Please review the following materials concerning program rules, entry deadlines, selection criteria, classroom discussion, and student recognition before presenting the program to your students.

Program Rules

The following guidelines for the preparation of student writings have been distributed to all participating superintendents, principals, and teachers:

- Students may use any form of written expression (e.g. essays, poems, plays, or songs) as long as the language is positive and not derogatory.
- · Students may submit only one entry per year. All entries must be the work of only one student.
- Student entries, at a minimum should address three questions: How has violence affected my life? What are the causes of youth violence? What can I do about youth violence? Writings that do not address these questions will not be advanced in the judging process.
- Entries should be approximately 500 to 1000 words in length. Written forms of expression, such as poetry that, by their nature may be shorter, may contain fewer than 500 words.
- Entries must be typed or written legibly in black ink on 8 1/2" x 11" paper. Only one side of the paper may be used and the pages should be numbered.
- The deadline to submit entries is Friday, February 27, 2015, at 5:00 p.m.

For further information, please contact the Partnership Office at 702-799-6560 or Beverly Mason via InterAct.

Imagination Celebration – Town Square Las Vegas 6605 South Las Vegas Blvd., Las Vegas, Nevada, 89119

Art Contest

The Nevada Youth Alliance (NYA) in partnership with the Clark County School District School-Community Partnership Program is hosting the "Seventh Annual" valley-wide "What Peace Means To Me" Art Contest. Awarding ceremonies will take place on Saturday, October 11, 2014, at Town Square ~ Las Vegas during a special community presentation at the NYA Imagination Celebration. Professional artists will assist with the judging and awarding ceremonies.

Divisions:

4th-5th grade students / 6th-8th grade students / 9th-12th grade students

Theme:

"What Peace Means To Me" – Teachers are asked to request that each artwork is given a title followed by a sentence or brief summary (no more than 100 words) explaining the work, which will accompany the student artwork. Students should create original art depicting their interpretations of what peace means to them. Teachers should encourage their students to feel free to create art from their own understanding of how they see the community in which they live through their eyes and what would demonstrate peace. Submitted entries will be narrowed down to the top ten finalists. All ten finalists will be invited to the festivities on Saturday, October 11, 2014, where the top three winners will be announced. A panel of professional artists and other community members will choose one winner from all the entries for 1st, 2nd, and 3rd Place. Winning art will be selected based upon creativity, content, color, and relationship to the message, coupled with the name and or explanation of their art.

Guidelines and Rules:

- 1. Open to all students enrolled in Grades 9 through 12 at a school (public, private, charter) within Clark County.
- 2. Any two-dimensional format is acceptable, including paint, watercolor, marker, crayon, collage, photography, or a combination of those formats. Three-dimensional artwork will not be accepted.
- 3. Each student can submit only one entry.
- 4. Artwork must be original and not violate U.S. copyright law.
- 5. Do not laminate artwork.
- 6. Entries must be on 8.5 by 11 inch 40 lb. or heavier paper. This is for framing purposes so larger paper will not be accepted.
- 7. Submissions become the property of the Nevada Youth Alliance and may not be returned.

Submission Rules:

Each entry must be clearly labeled on the back with the following information:

- 1) Student's Name
- 2) Grade
- 3) Teacher's Name
- 4) School
- 5) Description (short essay of no more than 100 words) of the theme for the art illustrated

Awards:

| Winning Students | | | | |
|--------------------------------|---|---|---|--|
| Grade | Ist Place | 2nd Place | 3rd Place | |
| 4th-5th | \$250 | \$100 gift certificate for Town Square shops | \$75 gift certificate for Town Square shops | |
| 6th-8th | \$300 | \$175 gift certificate for Town Square shops | \$125 gift certificate for Town Square shops | |
| 9th-12th | \$400 | \$250 gift certificate for Town Square shops | \$175 gift certificate for Town Square shops | |
| Winning Teachers (of students) | | | | |
| Grade | Ist Place | 2nd Place | 3rd Place | |
| 4th-5th | \$100 gift certificate for Town Square shops | \$75 gift certificate for Town Square shops | \$50 gift certificate for Town Square shops | |
| 6th-8th | \$100 gift certificate for Town Square shops | \$75 gift certificate for Town Square shops | \$50 gift certificate for Town Square shops | |
| 9th-12th | \$300 gift certificate for Town Square shops | \$175 gift certificate for Town Square shops | \$125 gift certificate for Town Square shops | |

The top ten finalists will receive certificates from Mayor Carolyn Goodman and will be honored at the Imagination Celebration during a special community awarding ceremony on October 11, 2014.

DEADLINE: FRIDAY, SEPTEMBER 26, 2014

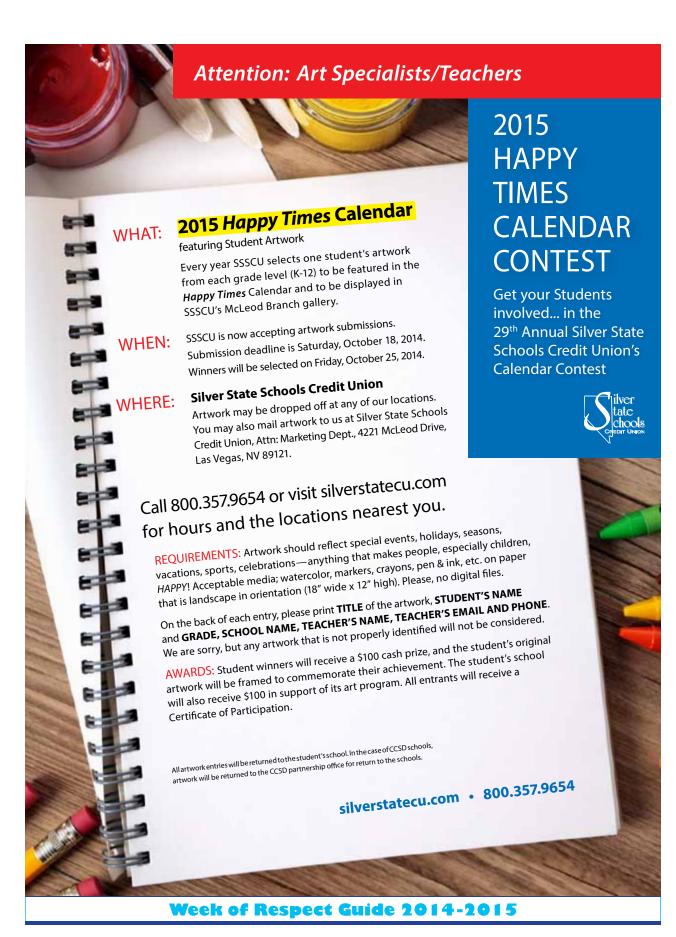
Submissions must be received by 4 p.m. on Friday, September 26, 2014. Send entries to:

The School-Community Partnership Office Attention: Judy Myers 4601 West Bonanza Road Las Vegas, NV 89107

Teachers will be notified of the winners by Thursday, October 2, 2014.

Please call Lisa Campbell at (702) 716-3070 or e-mail lisacampbell 116@gmail.com if you need any additional information or have any questions.

Also, please visit our website for more information about NYA: **Nevadayouthalliance.org**



Week of Respect 2014-2015

COMMUNITY EVENTS



Clark County School District POLICE DEPARTMENT (CCSD PD)

Safety Forum

CCSD PD will be conducting 2 Safety Fairs:

CCSD PD Safety Fair I

Saturday, October 18, 2014

Location: Foothill High School, 800 College Dr., Henderson, Nevada 89002

Time: TBA

CCSD PD Safety Fair II

Thursday, October 28, 2014

Location: Clark High School, 4291 W. Pennwood Ave., Las Vegas, Nevada 89102

Time: TBA



For further information please contact Officer Robert Mayer at 799-7830 or via email at ramayer@interact.ccsd.net.

Unity Dance Day – October 22, 2014

Dance, unite—and make a statement against bullying!

Sponsored by PACER's National Bullying Prevention Center | PACER.org/Bullying







Dance and Unite!

Join schools, students, and community organizations around the world to unite in music and dance to bring awareness to bullying prevention. The song selected for the event is "You Can't Take That Away From Me," which was created by Nashville songwriter Tim Akers and performed by 11-year-old Tristan McIntosh.

Visit **PACER.org/Bullying/Resources/Activities** for the digital UNITY DANCE Toolkit

How Can School or Organizations Participate?

- 1. Determine a location. For example: the school lunchroom, the hallway, a classroom, the football field, or an assembly.
- 2. Establish a date and time. Will it take place in the morning, during lunch, during half-time, or after school?
- 3. Consider who should participate.

Then Practice, Practice, Practice!

Post dance activities include:

- Setting up a table to sign PACER's "The End of Bullying Begins With Me" petition.
- · Creating your own "Unity Ribbons."
- Post a UNITY banner in the hallway for everyone to sign.

On Unity Dance Day

Videotape the dance and post it and other event photos at PACER'S UNITY DANCE DAY Facebook Event.

Learn more at Unity Dance PACER.org/Bullying

Sponsored by PACER's National Bullying Prevention Center

©2011, PACER Center | Minneapolis, MN 55437 | 952.838.9000 | Bullying411@PACER.org | Facebook.com/PACERTab



A program designed to promote diversity and empower individuals to create respectful environments by reducing bias.

Learn How to Make Your School No Place for Hate®

Contact The Anti-Defamation League 8965 S. Eastern Ave., Ste. 375, Las Vegas, NV 89123 702-862-8600 mmejia@adl.org

Who: For Grades K-5

What: Anti-Bullying Awareness Festival

Hosted by Four Girl Scouts

Working Toward Their Silver Award

When: Saturday, October 11, 2014

Noon-5 p.m.

Where: Container Park

(sponsored by Downtown Project)

Container Park Vendor Support:

Sweet Spot Candy Shop, Chill Spot, CupKates by Kate, and Las Vegas Kettle Corn



Talent and Entertainment:

- Motivational speaker Mr. Mojo-Travis
 Brown 45 min. (sponsored by Zappos)
- Speaker Ms. Nevada Lavetta Schneider (competing for Miss America this month) she will appear under either title (no charge)
- Sierra Black local country artist (no charge)
- Lorena Peril local artist performing the song "Hate Stand Aside." (no charge)
- Tawny Bubbles Balloon artist -Stage show – 30 min.

- Nicolas Cage speaker and Meet & Greet Booth autographing OATH pillows by Stitch Factory (Sponsored by Cage Family)
- OATH booth brochures & event flyers http://www.creelprint.com (sponsored by Creel Printing)
- Emcee/DJ (sponsored by Jake Klein DJ's)
- Flip the Script Booth

Carnival Items:

- Balloon artist
- · Caricature artist
- · Airbrush tattoos artist
- Hermit crab races
 (AE&ES Amusement)
- · Air hockey tables
- 16-player Foosball Table

- 2 player electronic Giant basketball
- Photo booth (sponsored by AE&ES)
- · Giant twister
- High Striker
- Hula-hoop contests

- · Giant Lego display
- Pinkbox donuts (sponsored by Lance-owner)
- Floral (sponsored by Floral 2000)
- Cotton Candy Machine (Rebel Rentals)

Calendar of Events

Week of Respect: September 29 - October 3, 2014

| September 2014 | | |
|----------------|---|--|
| September 10 | CCSD Instructional Technology – Digital Citizenship Webinar | |
| September 26 | "What Peace Means To Me" Art – Submission Due | |
| September 29 | Week of Respect – Begins | |

"I Pledge to Be an Upstander": October 1 - 31, 2014

| October 2014 | | |
|--------------|--|--|
| October I | "I Pledge to Be an Upstander" – Begins | |
| October 2 | Mike Dreiblatt – Stand Up To Bullying workshop | |
| October 3 | "Get Your Blue On!" Spark! Poetry Writing – Submissions Due Mike Dreiblatt – Stand Up To Bullying workshop | |
| October 11 | Silver State Credit Union – Calendar Art Contest – Submissions Due "What Peace Means To Me" Art – Award Ceremony One Act Today Heals Anti-Bullying Festival – Container Park | |
| October 17 | Silver State Credit Union – Calendar Art Contest – Winners Selected | |
| October 18 | CCSD Police Department Fair I – Foothill High School | |
| October 22 | Dr. Eric Landers – Effectively Preventing and Addressing Bullying In Public Schools Unity Day | |
| October 23 | Dr. Eric Landers – Effectively Preventing and Addressing Bullying In Public Schools | |
| October 28 | CCSD Police Department Fair II – Clark High School Mix It Up Day! | |
| October 31 | "I Pledge to Be an Upstander" – Submissions Close | |

| | November 2014 | | |
|---------------|--|--|--|
| November 3 | School Activity Report for Week of Respect Due | | |
| February 2015 | | | |
| February 27 | "Do the Write Thing" Essay Contest – Submissions Due | | |

Week of Respect Guide 2014-2015

Week of Respect 2014-2015

Addition of the second second

Additional Resources

OnGuardOnline.gov

Practical tips from the federal government and the technology community to help people be on guard against internet fraud, secure their computers and protect their privacy.

FTC.gov/idtheft

The Federal Trade Commission's website has information to help people deter, detect, and defend against identity theft.

StaySafeOnline.org

The National Cyber Security Alliance seeks to create a culture of cyber security and safety awareness by providing knowledge and tools to prevent cyber crime and attacks.

CommonSenseMedia.org

Common Sense Media is dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology.

GetNetWise.org

A project of the Internet Education Foundation, the GetNetWise coalition provides internet users the resources to make informed decisions about their own and their family's use of the internet.

CyberBully411.org

Cyberbully411 is an effort to provide resources for youth who have questions about or have been targeted by online harassment.

ConnectSafely.org

ConnectSafely is for parents, teens, educators and advocates for learning about safe, civil use of Web 2.0 together.

iKeepSafe.org

iKeepSafe educational resources teach children of all ages, in a fun, age-appropriate way, the basic rules of internet safety, ethics, and the healthy use of connected technologies.

NetFamilyNews.org

A nonprofit news service for parents, educators, and policymakers who want to keep up on the latest technology news and commentary about online youth, in the form of a daily blog or weekly email newsletter.

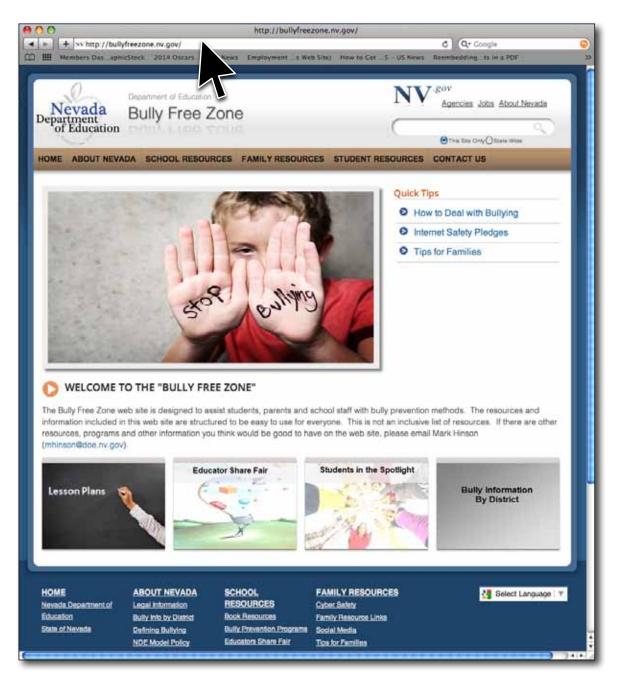
NetSmartz.org

The NetSmartz Workshop is an interactive, educational safety resource from the National Center for Missing & Exploited Children.

WiredSafety.org

WiredSafety provides help, information, and education to internet and mobile device users of all ages.

http://bullyfreezone.nv.gov/





Nevada PEP's Recorded Webinars:

Nevada PEP is pleased to offer a one-hour previously recorded free workshop that can be viewed from your home or office at your convenience. The workshops are designed specifically for busy parents, grandparents, advocates, and professionals who want to learn more, but may have limited time. Just register below and choose from the following drop-down webinar menu. After registration, you will receive the link to the webinar, as well as the information on how to download the handouts.

Skills for Effective Parent Advocacy Webinar

Families in Early Intervention

Introduction to IEP Workshop Webinar

Introducción al Curso del IEP Webinar (Spanish Webinar)

Is Your Child a Target of Bullying? Workshop Webinar

Es Su Hijo un Blanco de Bullying? Webinar (Spanish Webinar)

Planning for Change - School to Adult Transition Webinar

Destrezas para una Abogacía Eficaz de Parte de los Padres Taller Webinar (Spanish Webinar)

Understanding ADHD for Parents Workshop Webinar

Cost: Free

For more information please visit: http://www.nvpep.org/webinar-archive.html

Free Resources Available to CCSD Middle and High Schools:



Empowering Teens to Navigate the Digital Landscape

Ignition - Digital Literacy & Responsibility™ combines the power of gaming, interactive learning, and engaging instructional design to educate teens on the risks and rewards of technology. The curriculum aligns with the National Educational Technology Standards (NETS), established by the International Society for Technology in Education (ISTE), and fulfills the Children's Internet Protection Act (CIPA) objectives. Ignition is available to K-12 schools at no cost through public-private partnerships secured by EverFi.

The Educational Experience

Best-of-Breed Content

Ignition features seven modules that incorporate skill building and cover critical topics such as digital footprint, security, privacy, cyberbullying, and digital time management.

Personalized Learning & Gaming Simulations

Customized activities serve as guidelines for using technology in safe and responsible ways. Learning is applied in real-life gaming scenarios where students must demonstrate their mastery of digital issues, such as creating a blog, managing a social networking site, and resolving cyberbullying situations.

Rich Assessment Data

Ignition contains assessments that measure student knowledge gains and changes in students' attitudes and behaviors.

Getting Started

Teachers can get started after a 20-minute meeting with their local schools manager.



TEENS REPORT
HAVING BEEN
CYBERBULLIED
BY SOMEONE

- Cox Communications

MESSAGE.

ONLINE OR BY TEXT

Length: 3-4 Hours

Level: Grades 6-9

Topics Covered

- · Digital footprint
- Secure identity
- Cyberbullying
- Good texting practices
- Conducting online research
- Digital time management
- STEM

EVERFI.COM

EverFi is the leading technology platform that teaches, assesses, and certifies students in critical life skills. Our courses have impacted over seven million students

Free Resources Available to CCSD Middle and High Schools:

The Need For Digital Literacy

Today's teens face new challenges surrounding technology. While an increasing number of students have access to the tools necessary to succeed, they are not being taught how to leverage technology in a responsible and safe way. Teens now use the Internet to conduct research, apply to college, and network with friends, but the rules of appropriate behavior in these digital contexts are often gray.

Ignition informs students on both "nuts and bolts" on how technology works, while also placing them in virtual environments to tackle critical issues.

Ignition and Children's Internet Protection Act (CIPA)

Ignition maps to CIPA objectives by:

- Exploring positive communication and collaboration along with helping peers avoid negative online behavior. Students identify different forms of cyberbullying, pinpoint strategies for prevention and help those who have been victims.
- Determining short and long term personal effects of digital decisions, as well as the human, legal, and social implications of digital use and technology.
- Recognizing the dangers and consequences of sharing too much personal information on social networks; understanding how to set up a secure online profile, including customizing privacy settings and creating strong passwords.



43%
OF TEENS HAVE THEIR
SOCIAL NETWORKING
PROFILE VIEWABLE
TO STRANGERS.

- Cox Communications

Program Benefits

- On-demand access and implementation
- Teach, assess, and certify students in 21st Century Skills
- Empower students to become more responsible digital citizens
- Track and share student knowledge gain



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Bullying and/or Cyperbullying are

PROHIBITED!

WHAT IS BULLYING AND/OR CYBERBULLYING?

NRS 388.122 "Bullying" defined. "Bullying" means a willful act which is written, verbal, or physical, or a course of conduct on the part of one or more persons which is not authorized by law and which exposes a person repeatedly and over time to one or more negative actions which is highly offensive to a reasonable person and:

- Is intended to cause or actually causes the person to suffer harm or serious emotional distress:
- 2. Exploits an imbalance in power between the person engaging in the act or conduct and the person who is the subject of the act or conduct;
- Poses a threat of immediate harm or actually inflicts harm to another person or to the property of another person;
- 4. Places the person in reasonable fear of harm or serious emotional distress; or
- Creates an environment which is hostile to a pupil by interfering with the education of the pupil

NRS 388.123 "Cyberbullying" defined. "Cyberbullying" means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in NRS 200.737, which is any visual depiction, including, without limitation, any photograph or video, of a minor simulating or engaging in sexual conduct or of a minor as the subject of a sexual portrayal.

WHERE DO I GO IF I NEED HELP?

Parents/students should report any incident(s) to one or more of the following:

- Teacher
- Counselor
- School administrator

Parents/students are encouraged to report knowledge of such bullying and/or cyberbullying via the CCSD "Say No to Bullying" website that allows individuals to anonymously report unlawful activities at http://www.ccsd.net/students/bully/.

However, please be advised that the CCSD "Say No to Bullying" website is not monitored after school hours, weekends, and holidays.

WHAT ARE THE CONSEQUENCES FOR BULLYING AND/OR CYBERBULLYING?

Appropriate actions will be taken by the school administrator to reinforce Clark County School District Policy 5137 Safe and Respectful Learning Environment, Clark County School District Regulation 5141.1 Discipline: Control of Dangerous and Antisocial Behavior, and Regulation 5141.2 Discipline: Harassment.

Students: Consequences may include school-based intervention up to and including expulsion.

Staff: May result in disciplinary action (up to and including dismissal).



GAC 2366.25

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